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| **Year 5/6 Integrated Unit Task – Action Research Project-Group Assessment Task**  As part of our Integrated Unit on ‘Sustainability’, students were required to complete an Action Research Project outlining aspects of their chosen Topic and present this as a co-operative group task. Students researched the elements of their chosen topic using resources, Internet, Videos and evidence obtained via a Sustainability walk through the local community. They were encouraged to write descriptively, use investigative skills, form conclusions about their topic and suggest recommendations through their Action Plan. | | | | | |
| **Name**: Chloe Beard **Topic**: Recycling **Group Members**: Chantal, Jess, Emily and Chantal | **E**  **Well Below Standard** | **D**  **Below Standard** | **C**  **At Standard** | **B**  **Above Standard** | **A**  **Well Above Standard** |
| **Features/Understanding of Project -** The understanding and features of the chosen topic are evident in the student’s written presentation and the language used throughout the presentation is appropriate for the purpose and audience. |  |  |  |  |  |
| **Equal student input –** The student maintains an equal contribution throughout the presentation demonstrating a clear understanding of the topic. |  |  |  |  |  |
| **Language -** The student uses a range of vocabulary.Punctuation is accurate, including apostrophes.  The student uses a range of approaches to spelling. The student speaks clearly to an audience |  |  |  |  |  |
| **Editing –** The student has used a variety strategies for planning, drafting, proofreading, editing and revising the presentation. |  |  |  |  |  |
| **Effort -** The student has worked hard and put in his/her best effort to complete the Action Research Project and this has been reflected in his/her oral presentation accompanying written work . |  |  |  |  |  |
| **Comments:**  Chloe during your presentation you used a loud voice and the information you presented was very relevant to your topics. The data regarding the lakes in Laurimar was very informative. It was evident that you have researched the area of Laurimar and you related it to your topic fantastically well. When speaking, you sound confident and enthusiastic about your topic. It was evident that you cared about what you were saying and were trying to get a message across.  I was very proud of your group throughout this assignment. You were always on task and appeared to be always trying to make your project the best it could be! The belts were a creative way to add character to your presentation. It was a great way of creating awareness about your topic in a fun and interesting way.  Really well done Chloe!  **Student Reflection:** | | | | | |

**SUSTAINABILTY ACTION RESEARCH PROJECT ASSESSMENT TASK**

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| **Yr 5/6 Integrated Unit Task – Action Research Project-Group Assessment Task**  As part of our Integrated Unit on ‘Sustainability’, students were required to complete an Action Research Project outlining aspects of their chosen Topic and present this as a co-operative group task. Students researched the elements of their chosen topic using resources, Internet, Videos and evidence obtained via a Sustainability walk through the local community. They were encouraged to write descriptively, use investigative skills, form conclusions about their topic and suggest recommendations through their Action Plan. | | | | | |
|  | **E**  **Well Below Standard** | **D**  **Below Standard** | **C**  **At Standard** | **B**  **Above Standard** | **A**  **Well Above Standard** |
| **Features/Understanding of Project -** The understanding and features of the chosen topic are evident in the student’s written presentation and the language used throughout the presentation is appropriate for the purpose and audience. |  |  |  |  |  |
| **Equal student input –** The student maintains an equal contribution throughout the presentation demonstrating a clear understanding of the topic. |  |  |  |  |  |
| **Language -** The student uses a range of vocabulary.Punctuation is accurate, including apostrophes.  The student uses a range of approaches to spelling. The student speaks clearly to an audience |  |  |  |  |  |
| **Editing –** The student has used a variety strategies for planning, drafting, proofreading, editing and revising the presentation. |  |  |  |  |  |
| **Effort -** The student has worked hard and put in his/her best effort to complete the Action Research Project and this has been reflected in his/her oral presentation accompanying written work . |  |  |  |  |  |
| **Comments:**  **Student Reflection:** | | | | | |